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СПИСОК ФРАЗОВЫХ ГЛАГОЛОВ ПРЕПОДАВАТЕЛЯ КАК СТРАТЕГИЯ ИЗУЧЕНИЯ ФРАЗОВЫХ ГЛАГОЛОВ АНГЛИЙСКОГО ЯЗЫКА

Аннотация. Фразовые глаголы представляют особую трудность для студентов, изучающих английский язык, готовящихся к обучению в университете. Типичная программа «Английский в учебных целях» содержит недостаточное количество часов для уделения должного внимания их применению. Решением данной проблемы является стратегическое обучение, где учитель наделяет студентов навыками, которые дают возможность обучающимся изучить фразовые глаголы самостоятельно. Данная стратегия позволяет преподавателям научить студентов воспользоваться списком фразовых глаголов – ресурсом, который включает самые часто используемые фразовые глаголы и их значения. Статья предлагает детальный план действий по оснащению учителями своих студентов навыками эффективного использования списка фразовых глаголов в самостоятельной работе.

Ключевые слова: фразовые глаголы, список фразовых глаголов учителя, изучающий язык.

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USING THE PHAVE LIST AS A STRATEGY FOR LEARNING PHRASAL VERBS

Abstract. Phrasal verbs tend to be a challenge for English language learners preparing for university study, but there is often not enough time in a typical English for Academic Purposes program to put significant focus on their usage. A solution to this is strategy instruction, wherein the teacher equips students with skills that will enable them to learn phrasal verbs on their own. Once such strategy that teachers can teach students is how to use the PhAVE List, a resource which lists the most frequently used phrasal verbs and their meanings. This article proposes a detailed plan as to how teachers can equip their students to effectively use the PhAVE list in their independent study.

Key words: phrasal verbs, PhAVE list, language learner

Introduction

It is not surprising that typical textbooks in English for Academic Purposes programs give little attention to informal speech. The texts that I have used in my time teaching EAP have understandably focused on academic language that will aid students in their future studies. I support the philosophy that the majority of class time in an EAP program should be focused on academic English, but I also believe that mastering informal vocabulary is important to students' overall success in adapting to American university life on both a social and academic level. Although vocabulary from the Academic Word List [2] will serve students well when they are writing a term paper, their classmates, colleagues, and instructors are likely to speak to students in a more informal register.

I first became aware of the importance of phrasal verbs when a few students who I considered highly proficient in English explained that they found it difficult to understand native speakers due to their constant use of phrasal verbs. Chen supports this observation, explaining that “phrasal verbs play rather an indispensable role in communication [sic] particularly in oral forms. Native speakers of English tend to use phrasal verbs in everyday conversation and generally reserve one-word verbs...for more formal occasions...” [1, p. 348].

Linguists and teachers have proposed various parameters for what defines a phrasal verb, but for the purposes of this paper, I will use Lessard-Clouston's definition: a verb plus a preposition or a verb plus a particle “where the combination has a distinct meaning from the verb itself” [5, p. 5]. Unfortunately, phrasal verbs possess various characteristics which make them particularly difficult for non-native speakers to master [5]. Based on a survey of 300 Chinese ELLS, Chen drew the conclusion that learners tend to avoid using phrasal verbs. His list of reasons for avoidance of these structures relate directly to the Chinese academic context: lack of opportunities to practice speaking English outside the classroom, incongruity between authentic speech and what is taught in the classroom, and ineffective materials. However, White

says that speakers of Hebrew, Swedish, and Dutch have also been found to avoid using phrasal verbs [12, p. 420], so an explanation of the avoidance of these structures cannot be reduced to environmental factors.

Teachers could spend whole units teaching the complexities of phrasal verbs, but it is not desirable or practical to spend a large percentage of class time on this, especially in an academic context. According to Nation's four-strands approach, only 25% of a language course should be devoted to explicit teaching of language structures [7, p. 2]. In an academic intensive English program, one could argue that the majority of this 25% should be spent on grammatical structures and academic vocabulary. Given these constraints, teachers may feel that integrating the study of phrasal verbs into an academic curriculum is unrealistic.

Strategy Instruction

I would argue that strategy instruction is an effective solution to this dilemma. According to Zimmerman, "The most effective learning takes place when students know a variety of strategies that serve different purposes" [10, p. 116]. Although strategy instruction might appear to take too much time at the beginning of a course, Nation asserts that spending time on strategy instruction will ultimately save teachers time. Once students are equipped with vocabulary-learning strategies, he explains, teachers will be free to devote their energies to issues other than vocabulary [7, p. 332]. Zimmerman is a vocal proponent of equipping students to become independent vocabulary learners. She argues that this is a vital aspect of teaching, as "students learn only a fraction of the words they need in the classroom, and they have only partial knowledge of the ones they learn [10, p. 114]. Regardless of how well teachers select and teach vocabulary, students will fall short of their potential if they rely on their instructors for the bulk of their vocabulary learning.

Using the PHaVE List

The task of selecting the most useful phrasal verbs can be overwhelming unless students have the appropriate resources. As an example, the *Oxford Phrasal Verbs Dictionary for Learners of English* has a staggering 6,000 entries, which would be intimidating to most second language learners. The vast array of information on the Internet adds complexity to the selection process. A Google search will bring up multiple lists of phrasal verbs, but these lists rarely give support as to why the specific phrasal verbs have been chosen.

A solution to this case of information overload is frequency data. Nation explains that, "From a learning perspective, frequency of occurrence is important because learners need to get the best return for the learning they do" [7, p. 486]. Garnier and Schmitt's [4] Phrasal Verb Pedagogical List (from here on PHaVE List) is an excellent resource for selecting the most frequently-used phrasal verbs. Garnier and Schmitt created the PHaVE list to improve upon existing frequency-driven phrasal verb lists. Liu's [6] list and Gardner's and Davies' [3] list of the most frequent phrasal verbs draw from multiple corpora; however, neither of these lists takes the polysemous nature of many phrasal verbs into account. Garnier and Schmitt discovered that if they listed all the senses of the phrasal verbs in Liu's list, there would be 840 entries.

With the goal of creating a list of phrasal verbs that was more manageable for both teachers and students, Garnier and Schmitt [4] used the Corpus of Contemporary American English to narrow down Liu's [6] list to the 150 most frequent phrasal verbs with their most frequent senses. At first, they determined that in order for a meaning sense to be included in the list, it must cover 75% of the samples from the concordance data. They found, however, that the most frequent meaning often did not cover 75%. They adjusted their parameters, deciding to include the most frequent meaning senses until 75% coverage was reached. As a result, each phrasal verb listed includes an average of two meaning senses for a total of 288 entries.

Teaching students how to utilize the PHaVE list could prove fruitful in their acquisition of phrasal verbs. The PHaVE List is technically a pedagogical list, but it is constructed in such a clear and straightforward way that it seems ideal for student use. It defines the most common meaning senses in simple words, gives examples sentences, and lists the percentage of coverage in concordance data. Nation says that students need "four to five hours per strategy spread over several weeks" in order to gain proficiency in using a strategy [7, p. 333], but since the PHaVE List has such a narrow focus, one to two hours of instruction will likely be sufficient.

Nation emphasizes the importance of "mak[ing] training in strategy use a planned part of a vocabulary development programme" [7, p. 333]. He suggests implementing strategy training through "mini-syllab[i] for strategy development" [7, p. 333] in which teachers model strategy use, give students various opportunities to practice the strategy, and offer feedback throughout the process [7, pp. 333-334]. In an academic intensive English program, students typically spend between twenty to twenty-five hours a week in the classroom. According to Nation's guidelines then, five to six hours per week should be spent on explicit instruction. The following three-week mini-syllabus for strategy development will take an average of forty-five minutes per week, which leaves more than four hours per week for instruction in grammar and

academic vocabulary:

Week One: During week one, the teacher's goal would be to raise students' awareness to the importance of being strategic about choosing vocabulary, focusing on phrasal verbs in particular. To accomplish this, the teacher would show students the *Oxford Phrasal Verb Dictionary* and ask them how they might go about choosing from the 6,000 entries. After this, the teacher would introduce students to the PHaVE List and show them a few samples, then ask students to copy these samples into a designated section of their vocabulary notebooks. This activity would take less than half an hour.

Week 2: The PHaVE List is conveniently located on a user-friendly website (<http://phave-dictionary.englishup.me>). In addition to the information in the original PHaVE List, the website provides a link to a video clip of each phrasal verb being used in the context of a TED Talk. Teachers could take five to ten minutes to show students how to use the website, then assign each student one or two phrasal verbs to explore. Students would be instructed to take notes on the definition(s), example sentences, and percentage of coverage of their verb(s), after which they would present on the verb(s) to their classmates. This exercise would take between forty-five minutes and an hour.

Week 3: During week three, teachers would give students a worksheet with sentences in which phrasal verbs' meanings could not be inferred from context. Students would be instructed to look them up using the online PHaVE List. If the list provided more than one sense for the phrasal verb, students would have to see if they could now use the context of the sentence to decide which sense of the phrasal verb would be most appropriate. This activity would take between thirty and forty-five minutes.

Completing these short activities with the PHaVE List over the course of three weeks should give students enough practice to use the list skillfully. In addition, students' awareness of frequency data will have been raised, which could prove beneficial in other areas of vocabulary learning.

Conclusion

In academic intensive English programs, there is little time for the study of informal vocabulary. However, teachers and administrators should be aware that a mastery of phrasal verbs can foster smoother communication with native speakers, which is important for both academic and social success. Phrasal verbs are certainly a complicated aspect of the English language, but I believe that equipping students with strategies, such as effective use of the PHaVE list, will make the task of learning them more manageable and enjoyable. In making strategy instruction a priority, teachers can empower students to navigate the complicated world of English vocabulary, helping them to achieve more than they ever could during their short time in the classroom.

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